

6 month reporting date 9/2/04 X
12 month reporting date 3/2/05

ADVANCE Improvement/Progress Report Form

Principle 1: General Supervision				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) ADVANCE is "In Need of Improvement" for aligning the goals and objectives with the South Dakota content standards and functional standards.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. ADVANCE will reference all goals and objectives with the South Dakota content standards and functional standards in all IEP/ISP's beginning in February 2004.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal. ADVANCE's Special Education Coordinator will ensure that all Service Coordinators, the Program Developer and the Director of Consumer Services is aware that all of the goals and objectives must be aligned with the SD Content and Functional standards.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The Special Education Coordinator will share the SD Content Standards will all Service Coordinators and the Program Developer so that all goals and objectives will be aligned with the standards in upcoming IEP/ISP's beginning January 2004. The Special Education Coordinator and/or Service Coordinator will bring the binder to all IEP/ISP meetings beginning January 2004. What data will be given to SEP to verify this objective? The Special Education Coordinator will ensure that ADVANCE uses the standards in the development of ISP/IEP by reviewing goals and objectives on all ISP/IEP's from February 2004 through July 2004. This data will be sent to the SEP.	July 2004	Special Education Coordinator	Met 8/03/04	(Filled in by SEP)

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Please explain the data (6 month)

The Special Education Coordinator shared the contents of the binder/SD content standards with the Service Coordinators and Director of Client Services in a meeting held on May 5, 2004.

The Special Education Coordinator has brought the binder to 4 of 4 IEP/ISP meetings beginning Jan. 2004.

The Special Education Coordinator has worked with the Service Coordinators, Program Developer to ensure that all goals and objectives are aligned with the SD Content Standards. As of July 2004, 4 of 4 IEP/ISP's are following items from the SD Content Standards. ADVANCE needs to continue to ensure that this is being implemented.

Please explain the data (12 month)

Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

No documentation was found that the evaluation report and determination of eligibility was given to the parents.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

ADVANCE will provide a copy of the evaluation report and the documentation of determination of eligibility to the parents.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

ADVANCE will align the ISP with the elements from the State's IEP Form to ensure that evaluation reports and documentation of determination of eligibility are given to the parents.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

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<p>1. What will the district do to improve? ADVANCE will update the Service Plan to include a space for parents to initial that they received the IEP/ ISP, assessment and eligibility reports.</p> <p>What data will be given to SEP to verify this objective? The SEP will be given the date the addition to the Service Plan was made.</p>	April 2004	Special Education Coordinator and Service Coordinators	Met 8/03/04	(Filled in by SEP)
<p>Please explain the data (6 month) The Special Education Coordinator has updated the Service Plans on a student-by-student basis for the 1 student that utilized the new format. This student is served via ADVANCE Service Coordination. One other student has had an IEP within this timeframe has an addendum written to his IEP within the school district in which he resides. For the remaining 2 students the State's documents were used. The date the addition to the Service Plan for 1 student was: May 5, 2004.</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve? The Special Education Coordinator will receive copies of all updated IEP/ ISP's and check these copies to ensure that parents signed off indicating that they received the IEP, assessments and eligibility reports.</p> <p>What data will be given to SEP to verify this objective? Documentation of the meetings held and how many signed that they received copies.</p>	July 2004	Special Education Coordinator and Service Coordinators	Not Met 25% of criteria has been met. Should have at least 75% of criteria met.	
<p>Please explain the data (6 month) 1 of 4 parents/guardians signed/initialed that they received the IEP, assessments and eligibility reports. One parent participated by phone but was mailed a copy of the IEP, assessment reports along with the IEP/ISP. Three parents were present at the IEP/ISP meetings but did not sign/initial the form indicating that they received the documents. But, they also received copies of the IEP/ISP and assessments.</p> <p>Meetings held on 1-13-04; 1-26-04; 3-29-04; and 6-25-04. 1 of 4 parents initialed that they received the IEP and assessments.</p>				
<p>Please explain the data (12 month)</p>				

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<p>3. What will the district do to improve? ADVANCE will document the determination of disabling condition which makes the student eligible for special education on the ISP Notes form.</p> <p>What data will be given to SEP to verify this objective? The SEP will be given the date the additions to the ISP Notes were made.</p>	April 2004	Special Education Coordinator and Service Coordinators	Met 8/03/04	
<p>Please explain the data (6 month)</p> <p>This information is added to the ISP Social History form on a student-by-student basis. Date added - May 5, 2004.</p>				
<p>Please explain the data (12 month)</p>				
<p>4. What will the district do to improve? ADVANCE will identify the parents right to still request a full set of assessments regardless of the team's decision. This entry and date will be added to the Service Plan.</p> <p>What data will be given to SEP to verify this objective? The SEP will be given the date this information was added to the Service Plan.</p>	July 2004	Special Education Coordinator and Service Coordinators	Met 8/03/04	
<p>Please explain the data (6 month)</p> <p>This information is added to the ISP Assessment / Evaluations pages on a student-by-student basis. Date added – May 5, 2004.</p>				
<p>Please explain the data (12 month)</p>				

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<p>5. What will the district do to improve? The Special Education Coordinator will receive copies of all updated IEP/ ISP's and check these copies to ensure that parents were given the right to still request a full set of assessments.</p> <p>What data will be given to SEP to verify this objective? Documentation of parental input either via phone, email or paper contact.</p>	July 2004	Special Education Coordinator	Met 8/03/04	
<p>Please explain the data (6 month)</p> <p>This information is added to the ISP Assessment / Evaluations pages on a student-by-student basis. Date added – May 5, 2004.</p>				
<p>Please explain the data (12 month)</p>				

Principle 4: Procedural Safeguards

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ADVANCE does not provide a complete prior notice to parents/adult students when initiating evaluations and meetings. Parents are not provided a copy of procedural safeguards at the time notice is given.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

As of January 2004, ADVANCE will begin using the State's Prior Notice form and include a copy of the procedural safeguards.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

ADVANCE will provide a complete prior notice to parents/adult students when initiating evaluations and meetings.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? The Special Education Coordinator will compile a binder and share this with all Service Coordinators and Program Developer in the usage of the correct forms. The binder shall include all of the necessary forms: (Prior Notice Forms, Consent Forms and Parental Rights Brochure), as well as the SD Functional Standards document.</p> <p>What data will be given to SEP to verify this objective? Documentation that a meeting was held discussing all of the forms to be used and examples thereof. A copy of this meeting along with the members present who received this information will be sent to the SEP.</p>	April 2004	Special Education Coordinator	Met 8/03/04	(Filled in by SEP)
<p>Please explain the data (6 month) A binder was compiled and all contents were shared with all Service Coordinators on May 5, 2004. I will mail a copy of this to the SEP on 7-29-2004. Some members listed were not present at the meeting as this was no longer applicable to them as the program development / services department was changing to a new system at the time of the meeting.</p>				
<p>Please explain the data (12 month)</p>				

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2. What will the district do to improve? The Special Education Coordinator will complete the State's prior notice form and mail it to the parents/guardian's along with the procedural safeguards. What data will be given to SEP to verify this objective? ADVANCE's Special Education Coordinator will collect data on the evals and meetings held, that parents are getting appropriate prior notice and procedural safeguards. This data will be sent to the SEP.	July 2004	Special Education Coordinator	Met 8/03/04	
Please explain the data (6 month) The Special Ed. Coordinator mailed the State's prior notice forms and procedural safeguards to parents/guardians. Of the four meetings held: 1-13-2004; 1-26-2004; 3-29-2004; and 6-25-2004 all parents/guardians received the appropriate State prior notice and procedural safeguards.				
Please explain the data (12 month)				

Principle 5: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ADVANCE is out of compliance in content of the IEP. (a) How the student's disability affects the student's involvement and progress in general curriculum (i.e., the same curriculum as for nondisabled students), and (b), Meeting the student's needs that result from the student's disability to enable the student to be involved in a progress in the general curriculum.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

ADVANCE will utilize that State's standards when addressing this area in the mapping processes (Strengths and Progress or Present Levels of Performance, and Need & Wants and Dreams maps) of the IEP/ISP process.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

In the narrative of the ISP and/or in the Present Levels of Performance section of the IEP, ADVANCE will include information regarding how the student's disability affects their progress in the general curriculum.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? ADVANCE will include the information into the mapping processes of the IEP/ISP and add this to the Narrative of the ISP and/or Present Levels of Performance of the IEP. What data will be given to SEP to verify this objective? The SEP will be sent information from the IEP/ISP's that were held from February through July 2004, that linked the student's disability to progress in the general curriculum as based on the standards.	July 2004	Special Education Coordinator and Service Coordinators	Met 8/03/04	(Filled in by SEP)

Please explain the data (6 month)

2 of 2 IEP/ISP's included the linkage of the student's disability to progress in the general curriculum as based on the standards.

3-29-04 meeting: "x" 's x" 's cognitive and physical limitations prohibit her from participating in the general curriculum. The current placement is the least restrictive environment that is able to provide her 24 hour support.

6-25-04 meeting: "x" is currently an eleventh grader at >>> High School and currently receives special education services and special language services.

Academic Strengths: spelling and math computation. Needs: math applications and reading comprehension

Lang/Speech Strengths: listening and vocabulary, synonyms and his articulation is improving Needs: Non-literal language, identifying if subject is grammatically correct, writing skills, reading skills, articulation in conversation, and functional skills.

Adaptive Behavior Strengths: copies information from the board, takes care of own belongings, know the meaning of public signs. Needs: displays difficulty using clear and intelligible speech, displays difficulty maintaining attention and effort throughout the school day.

Please explain the data (12 month)

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<p>2. What will the district do to improve? ADVANCE will participate in the STAARS assessment as deemed via the school district in which the student is linked.</p> <p>What data will be given to SEP to verify this objective? The SEP will be given documentation of data that ADVANCE participated in the STAARS assessment, per student requirements. Also included will be the data on the numbers of students required to take statewide assessment and numbers of students taking the STAARS.</p>	July 2004	Special Education Coordinator	Met 8/03/04	
Please explain the data (6 month) 2 of 2 students participated in the STAARS assessment.				
Please explain the data (12 month)				

Principle 6: Least Restrictive Environment

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ADVANCE is out of compliance in the area of 'documentation for justification for placement' and 'why the team determined the placement was the least restrictive environment'.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

ADVANCE will utilize the State's five factors in determining placement for each student/adult student that enters our agency in justifying why ADVANCE would be the least restrictive environment.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

ADVANCE will establish and implement procedures which ensure that the five factors as deemed by the State will be addressed in determining placements.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve?</p> <p>Beginning February 2004, the IEP / ISP team will review each of the five factors in determining placements during the team meeting and add a justification statement to the narrative.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The SEP will be sent copies of narratives that indicate that this area was addressed during the meeting.</p>	July 2004	Special Education Coordinator and Service Coordinators	Met 8/03/04	(Filled in by SEP)
<p>Please explain the data (6 month)</p> <p>2 of 2 placements covered the 5 factors in determining placements with ADVANCE during the team meeting.</p> <p>3-29-04: "X" (mother) is an active part of "X" (daughter)'s life and helps make decisions concerning her health and well being. Her mother is an active advocate on her behalf. The placement is the least restrictive environment, chosen by "X" and her mother, to provide the 24 hour support. "X" is also a part of the alternative services program. This program is safe and secure and doesn't pose a greater danger to 'X' than to a person who is not disabled. "x" is supported to meet her individual needs. "x" was previously at CCHS which only supports people through age 21, and she was needing an adult program with the least restrictive environment that provides 24 hours care. Communication: "x" is non-verbal. She communicates by smiling, crying, vocalizing, laughing, making facial grimaces and showing changes in body tone. She is inconsistent in responding to voices and sounds in her environment, and does not demonstrate understanding of verbal directions or the names of objects. Most effective learning style: "x" appears to respond best to tactile stimuli and one-on-one play interactions.</p> <p>6-25-04: "X"'s placement team discussed the tour of ADVANCE for 2-25-2004. The team agreed that "x" should start attending the day program ½ days for 2 days a week. And then a couple of weeks before school is to start to try 2 full days a week. Discussion of when "x" would start should be exact dates/times as soon as possible to find a driver to transport him to/from school to the day program. Discussion of increasing to 3 ½ days per week when school began in the fall.</p>				
<p>Please explain the data (12 month)</p>				